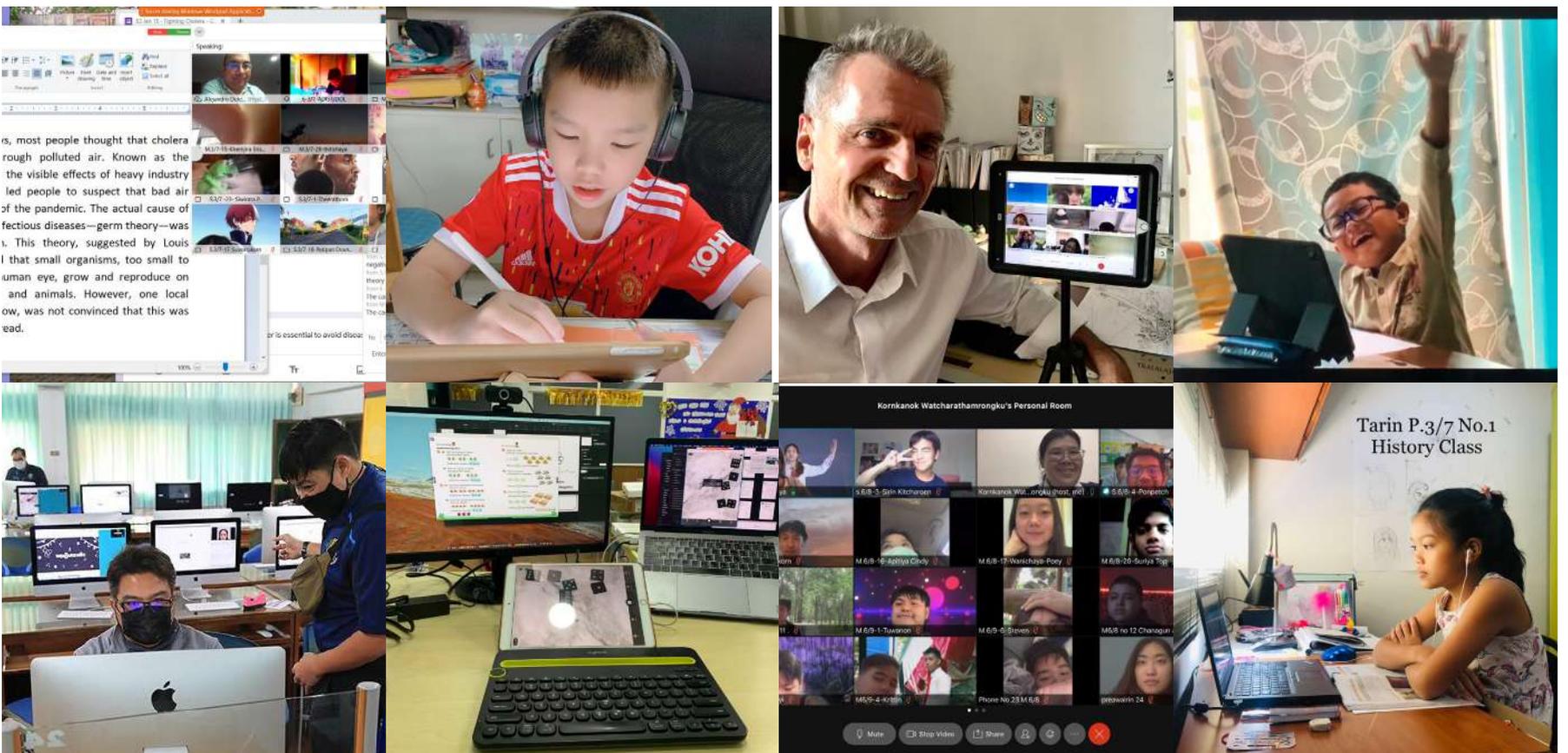




THE STUDENT TIMES



ACSP EP NEW NORMAL



CONTENTS

WHAT'S INSIDE?

Director's Message	3
Editor's Note by Ms.Jiraporn J.	4-5

Academic Affairs	8-13
Mathematics Department	14-15
English Department	16
Design Thinking	17
Science Department	18-21
Social Studies Department	22
PE&Health	23
Japanese Department	24
Chinese Department	25

Travel Column	
Cambodia & Vietnam	26
Model United Nations (MUN)	27

Entertainment Column	
Cute Boy & Cute Girl	28
Top 10 Anticipated Anime of 2020	29
K-pop	30
C-Drama	31
Youtuber	31
Movie Fact - Starwar:The Rise of Sky Walker	32
Fashions: Give me five minutes!	33
Interviewing Mr. Tieme Willems about TIB	34-35

English Program Achievement	36-37
Our condolence	38-39

Editorial Team



Ms. Jiraporn Jittham
Head of English Program



Managing Editor

Mr. Andrew Taylor



Editing Consultant

Mr. Greame Kay



Designer

Chonnanat K.



Ms. Kanokwan Kaewmak
Head of EP Academic Affairs

Student Management Team



Mr. Khopher Sunthonkul



Ms. Tiya Rungruang



Ms. Yanisa Saengcharoensuklert



Mr. Kholuang Sunthonkul



website: <http://ep.acsp.ac.th>

Address: Assumption Samut prakarn school, 419/1389 Moo 5
Theparak Rd., Theparak Muang Samutprakarn 10270, Thailand.

If you want to join, please come to the Multifunction Room every Friday during period 7.

DIRECTOR'S MESSAGE

Welcome to "The Student Times" the first issue from the English Program Department of academic year 2020/21. This student-run English newspaper not only inform you what is going on in EP but it also features topics such as content group news and development, student academic achievements, science fair, current events, comics, fashion, lifestyle, travel, entertainment, sport events and extra-curricular activities and much more which have been contributed by our staff and students. A team of students, under the guidance of our teacher editorial team, has taken the responsibility to edit and publish news feeds, articles and stories of their interests. "The Student Times" is an important informative publication because it provides a great opportunity for our students to improve their reading comprehension ability, develop their deeper thinking and English writing skills. Besides, they learn English from short news, articles which are usually written in easy-to-understand English language.

The COVID -19 pandemic has affected our school and in particular

our students, due to unexpected long-term school closure policies - to prevent viral transmission. The prolonged school closure, for the whole month of January 2021, caused students to lose track of their learning opportunities and make it difficult to catch up with lessons. To solve these challenges, ACSP teachers joined forces with a huge support from technology team and initiated the "ACSP Online Education # 2 Project" to keep students learning at home during the prolonged school break. Efforts made from EP teaching and supporting staff kept students busy with online learning timetables as well as preparing them ready to get back to school. I would like, therefore, to take this opportunity to thank EP teachers and supporting staff, both Thai and foreign, parents and students for their cooperation and contribution and positive feedbacks that helps make "ACSP Online Education # 2" a successful project.

Teachers and students of EP are deeply saddened by the loss of our Chemistry teacher, Master Anthony Ritchie and Social teacher, Master Helmer. They were incredible and undoubtedly the most caring teachers we have ever met. They had contributed so much to our EP students during many years of their teaching services at ACSP. They touched all of us who worked with them, making the classroom brighter with their knowledge and wisdom. Their mentorship and guidance helped make our students better people. On behalf of the school community and the English



program department, in particular, I would like to take this opportunity to express my heartfelt condolences to their family, friends and colleagues. The Eulogy written by his colleagues to Mr. Tony and Mr. Helmer, in this newspaper, reflects our good memories, love and respect to our beloved teachers. We are very grateful for what they have contributed to our EP program. Our thoughts and prayers are with them. Everyone at EP department will definitely miss their presence and they will be always remembered in our hearts.

The English Program Department of ACSP, with the support of all stakeholders, continues to grow and deliver high-quality education to students. With our continuing investment in human resources, facilitated by state-of-the-art technology, we provide our students with the opportunities to develop to their full potential with all dimensions. The success of our EP program is reflected in academic achievements;

this academic year our students obtained high scores in internationally recognized examinations. The secondary students performed exceptionally well in IELTS and Cambridge International examinations (Cambridge Checkpoint Assessment). I would like, also, to take this opportunity to congratulate our Batch 9 students who have been accepted to study at highly regarded universities both in Thailand and abroad. We are very proud of their academic achievements. We wish them all the best in their future endeavors.

To end my message, I would like, to take this opportunity to express my sincere thanks to everyone, EP teachers and supporting staff, parents and students for their cooperation and support, for their collective collaboration and positive feedbacks that help make ACSP EP one of the best schools in Thailand.

May God and Our Lady of Assumption bless us all

Bro. Pisutr Vapiso, Ph.D.
 Director
 February 2021

Editor's Note



Ms. Jiraporn Jittham
Head of English Program



P.1 EP Chinese Class



Design Thinking Class



S.1 SMART Class



S.1 ICT Class



S.1 EWL Class

English Program Department aiming to develop to international standards emphasized students to learn English naturally. Learn a third language such as Chinese, Japanese, develop technological skills, acquire EP skills; including Public Presentation skills, Goal setting skills, Research skills and Resilience skills. Be a well-mannered individual, according to Thai culture, in an international standard learning atmosphere.

The English Program is accredited as a Cambridge International School, leading to the integration of Cambridge International teaching curriculum, from England together with the school curriculum, in the Science, Mathematics and English courses since academic year 2016. We have a clear student development plan for each level to promote the potential of students according to their ages. Primary 1-3 Learn to Read, Primary 4-6 Read to Learn, Secondary 1-3 Discovery to Grow and Secondary 4-6 Goal to University.

When they finished the 4 levels, Students with unique

personalities, will acquire lots of essential skills and knowledge. They will dare to think, be assertive, be ready and be able to study at the university level as expected. For students in Secondary 6 will receive an IELTS exam preparation provided in the curriculum and intensive teaching courses by experts. In the academic year 2020, 43% of students achieved band score 7 and above and 46% of students had a band score of 6.

In academic year 2020, English Program has adjusted the curriculum for student's assessment and offers a wide variety of extra curricular activities at different levels to comply with the changes of the world, society and to meet the needs of students and parents as follows: In Primary 1, we opened a new course called the **English Program: Chinese (EP Chinese)** with the goal of having students learn Chinese language naturally. There will be a Chinese homeroom teacher and a pair of Thai teachers to help supervise the students closely.

In Secondary 1, we offered the Selective Subject which has 5 courses namely **SMART**-Science Mathematics and Research Technology, **ICT**-Innovative and Creative Technology, **EWL**-English as a World Language, **C-COM**-Chinese Communication and **J-COM**-Japanese Communication so that students can choose what to study according to their interests and aptitudes. With the objective of helping EP learners find their "self" before deciding on a high school or University plan. This includes opening the course, Design Thinking, to promote thinking skills using new methods to solve problems, create projects for practical use and integrate knowledge of architecture and engineering. Taught by a team of foreign teachers, guest speakers or experts from outside.

For Secondary 4, we offered **EIS (English for International Studies) plan and a Chinese language learning plan** has been added. We have **various extra curricular activities** that support your readiness for future studies and career options such

as Preparatory course activities for standardized examinations namely: **IELTS Prep, SAT Prep, JLPT Prep, and HSK Prep**. We also started the **Entrepreneur 101** activities for students to practice micro-business management skills and have real professional experience. **Outside Classroom Apprentice activities** for Secondary 6 students, to encourage them on gaining real workplace experience. These things will help them greatly to shape their skills, foster happiness in gaining knowledge and allow students to make the right choice for their future success. In addition to adjusting the curriculum, the school has prepared buildings, facilities, classrooms and business rooms to promote learning for the 21st century learners. In the EP department, classroom make over is implemented at all levels; purchasing sets of tables and chairs for students, individual lockers and modern technology equipment. If needed, students can borrow iPad for their studies (there are more than 60 units

Editor's Note

available). Students can also borrow a unit if they need it for making presentations or getting information from learning resources in the digital world.

Before the opening of the academic year 2020, due to the COVID-19 outbreak, the school is aware and prepared to deal with the situation effectively. Under strict examinations by the Ministry of Public Health, the school has set 9 measures to prevent and monitor the spread of COVID-19 virus in accordance with the Ministry's rules and regulations. Conducting trainings on the implementation of COVID-19 prevention and surveillance measures for school personnels working in each department including foreign teachers, Thai teachers, employees and drivers in collaboration with doctors and nurses from Princ Hospital Suvarnabhumi and Paolo Hospital Samutprakarn etc. so that everyone will have knowledge and necessary skills to apply and respond in every situation

as well as teaching students correctly.

EP has developed and trained teachers to be ready in online teaching and learning process skills, course content preparation and integration of media technology with the use of iPad to manage remote learning, this enables our teachers to adapt and cope more effectively to the effects of COVID-19 situations. In the past from April to August 2020, we have form the teaching and learning activities based on a new way of life (New Normal) by providing online learning and teaching (ACSP Online Education) to facilitate learning for all students. Students can do their homework at their pace to make good use of their time and have flexible learning assessments to reduce concerns for all parties. In elementary level, online lessons were made possible with the use of Seesaw app while for Secondary level, iTunes U application were used as the online learning

platform. The details of this remote teaching and learning method were communicated with parents by the Homeroom teachers through Cisco Webex system (online meeting platform) as well. EP was impressed by the cooperation of all parents and students who understood the unusual situation. Everyone is learning and adapting in the midst of the situation together with the teachers and the school. This allows us to overcome the difficulties and strive to improve our teaching and learning strategies. During the same period, we also organized an online Orientation for new parents with the purpose of providing instructional information about choosing a study plan for the student's development which will give parents the confidence and allows them to prepare students before the normal semester starts.

EP is moving forward to assure that teaching and learning quality in an atmosphere

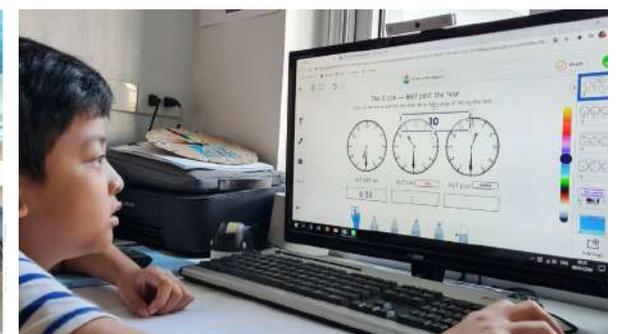
of international standard is achieved in a prudent and stable manner through gaining the confidence of the parents, students and our stakeholders for more than 14 years. We have prepared all aspects and received great cooperation from various departments and multi-sector organizations such as the Parents and Teachers' Association Alumni Association, Mahidol University, Assumption University, Panyapiwat Institute of Management, etc. It is therefore a proof and a foothold to strengthen the foundation of knowledge and experience for students. Also, personnel in the EP department works proactively to improve the teaching and learning quality to make the most of students. The collective collaboration and support will be our strength and together we are ready to achieve our vision as "The Best EP School in Thailand"



S.4 IELTS Preparation



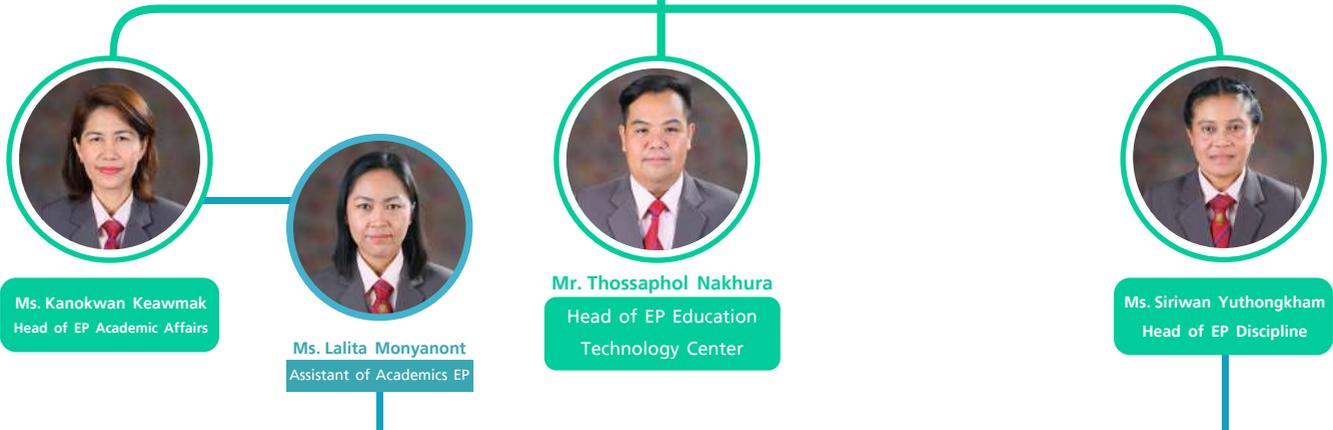
S.5 Entrepreneur 101



S.6 Outside Classroom Apprentice activities



Administrative EP Structure





ENGLISH PROGRAM TEAM

Consisted of
33 Thai Teachers
40 Foreign Teachers
Degrees
31 Bachelor Degree
9 Master Degrees



EP Academic Affairs

What changes

HAVE HAPPENED IN EP ACADEMIC YEAR 2020



Ms. Kanokwan Keawmak
Head of Academic Affairs

Curriculum adjustments, instructional guidelines, curriculum documentation, and student assessment measurements were made in year 2020 to meet the global society changes and to meet the needs of students and parents as follows:

Primary 1 opened one new classroom called EP Chinese to cater the Parents' demands. Chinese language is listed as

One of the world's languages needed for leading jobs. With this in mind, EP Chinese has increased Chinese language lessons from having 2 lessons to 6 lessons per week. The learning format focuses on listening. Learning communication through fun activities, learn spontaneously with a Chinese homeroom teacher and have Thai teachers to supervise the students. All children at the end of grade 3 are expected to take a level 1 Chinese Language Proficiency Assessment (HSK) exam and will take the Chinese language proficiency assessment exam (HSK) Level 2 when they finished studying Primary 5. The quality of English for all students is still being developed according to the standard of the English Program.



Level 3 Secondary 1 students are designed considering the following things: Students choose according to their interests and aptitudes. Discovering their "self" before deciding on a study plan at the high school level. EP opened new courses: Design Thinking, aimed at all students to develop critical and creative thinking skills through activities that requires the students to perform well, create things, do practical works and integrate knowledge with architecture and engineering taught by a team of foreign teachers and speakers or experts from outside. Therefore, in addition to developing creative thinking, students will also improve their English and learn to think of people from other cultures. Another course is a group of subjects that every student can choose according to their aptitude or interest, called Selective



SMART (Science Mathematic and Research Technology) focuses on mathematical science. Practice the educational process through basic research. Learn through STEM activities by inviting speakers and external experts such as Assoc. Prof. Dr. Wannapong Triampo from Faculty of Science, Mahidol University, Dr. Kornkanok Watcharathamrongkul; tutor and expert in Mathematics.



EWL (English as a World Language) students study English intensively. Focus on using English language for natural and fluent use. Improve your English language skills in all four areas (Listening, Speaking, Usage and Writing). Learn with a team of foreign teachers through a variety of activities both inside the classroom and outside. Practice interview, asking and answering questions creatively, using media online in presentations, conveying ideas and presenting results.



EP Academic Affairs

ICT (Innovation and Computer Technology) focuses on students' practical practice in various situations, such as media design using computer programs. Creative work with Media and technology. Outstanding works to showcase from topics that define the subject. Using user-friendly technology, to clearly present and convey ideas to the audience. Learning photography with a digital camera. Studying the program coding or creating basic games that can be applied in the future.



SELECTIVE SUBJECT PROGRAM

C-COM
CHINESE COMMUNICATION

"STUDENTS WILL IMPROVE CHINESE LANGUAGE SKILLS EFFECTIVELY AND COMPETENTLY TO THE HSK LEVEL 2 TEST CONTENT TOPIC FOR SECONDARY 1- SECONDARY 3"

好

C Com (Chinese Communication) Students learn Chinese continued from knowledge at the elementary level. Focus on vocabulary, familiarizing with characters, conversations and basic grammar. For students to be able to use Chinese language in communication and continue education at a higher level, teaching approach focuses on learning through activities. Training the 4 Skills through Role playing, integrated with the content of English language for students to learn 2 Languages at the same time.

SELECTIVE SUBJECT PROGRAM

J-COM
JAPANESE COMMUNICATION

"LEARN THE FOUNDATIONS AND APPLY KNOWLEDGE OF THE JAPANESE LANGUAGE THROUGH A VARIETY OF ACTIVITIES"

J Com (Japanese Communication) Students learn Japanese with a focus on vocabulary, characters, conversation and basic grammar. This gives students the ability to use them in introductory communication or further study at the higher level. The teaching approach focuses on learning through role-playing activities. The organization of activities according to national festivals, toys, plays, songs or celebrities that were popular at that time. Teaching approach focuses on learning through activities. Practice listening and speaking.

Subject Selective Subjects: All students must study 5 sessions/week. Continuing study divided into groups of students not more than 25 people per group. Focus on learning, having fun, learning real-life activities and doing real actions. If the students prefer the course, he/she can study it for 3 years, but if they want to try something else, they can choose another subject every year.



Secondary Level 4 in the EIS (English for International Studies) Plan, Room 9, students originally chose to study elective courses in two groups of interests: Additional Mathematics, Business Mathematics and Japanese language groups. This year, there is an additional option to study Chinese. To give students the ability to learn Chinese from the primary and lower secondary levels and to be able to learn intensive Chinese language. The students can use the credit points for college or use it for future careers they will have.

EP Academic Affairs

EXTRA CURRICULAR ACTIVITIES

By Ms.Kanokwan Keawmak

Activities Outside Classroom Apprenticeship



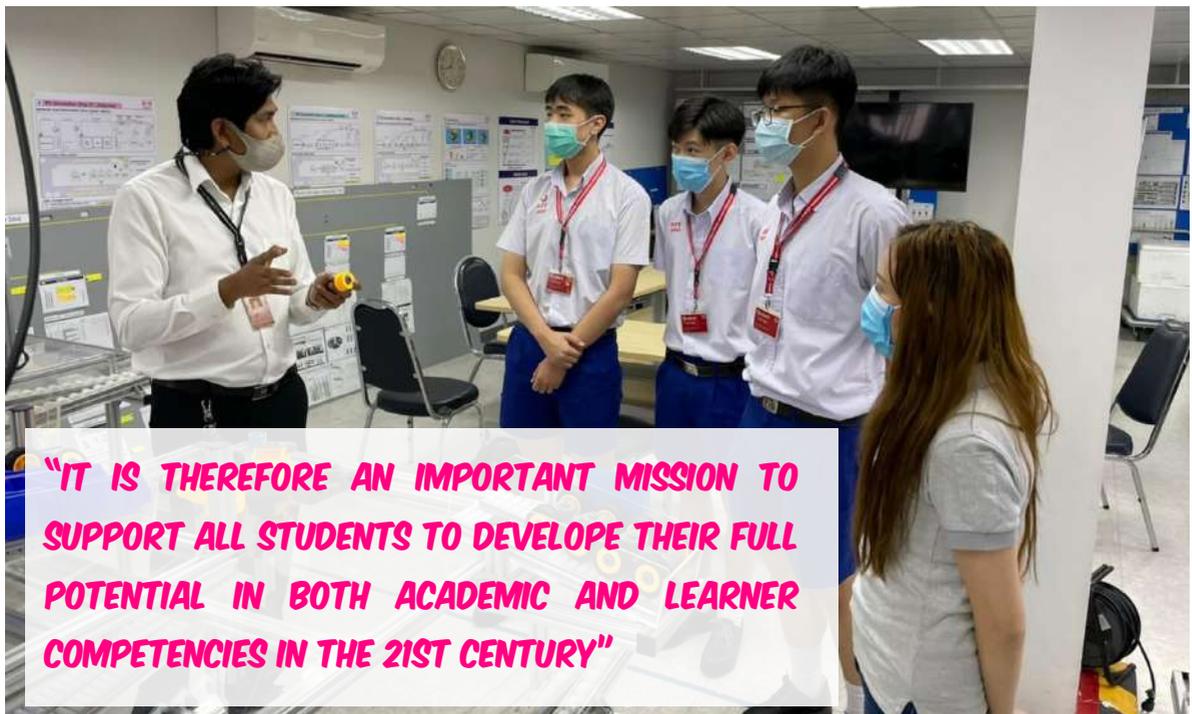
It is an activity that encourages secondary 6 students with standardized test scores IELTS and SAT ready to apply for admissions to university and take time learning skills through the intensive training to prepare for university.

EP Academics organized and processed the Apprenticeship project which details are: Going out to practice in the real workplace and the information can be used in preparation for the Portfolio and interviews at the university level for the academic year 2019. There are 17 students who will leave for training experience in establishments near schools. 4 which includes Synphaet Hospital Theparak, Hino Hino Motors Manufacturing (Thailand) Ltd., Paknam Dental Clinic, and ASIA Wealth Securities Co., Ltd.

This academic Year, in December 2020, there are 22 students who will leave and practice their interest in a wide variety of professional fields. The 10 establishments

that allow students to practice experience are as follows: Ramadhibodi Chakri Naruebodindra hospital, Hino Motors Manufacturing (Thailand) Ltd., Paknam Dental Clinic, GMM Channel Holding Co., Ltd., Studio PLP Interior design studio, Sub-district Municipality Khao Yoi Phetchaburi Province, School district 6 in Betong District Yala Province, Ratchasima Steel Product Co., Ltd. Nakhonratchasima, CMI Co., Ltd., and SME Business in Samutprakran Province.

It is therefore an important mission to support all students to develop their full potential in both academic and learner competencies in the 21st century and apply the knowledge and experience gained to use to decide on the field of study at the university level or as a guideline for future careers. EP encourages all qualified students to go out and practice their interests which will be one factor that helps EP students in finding theirself and decide on the field of study that best suits them.



"IT IS THEREFORE AN IMPORTANT MISSION TO SUPPORT ALL STUDENTS TO DEVELOPE THEIR FULL POTENTIAL IN BOTH ACADEMIC AND LEARNER COMPETENCIES IN THE 21ST CENTURY"



EXTRA CURRICULAR ACTIVITIES

By Ms.Kanokwan Keawmak

Entrepreneur 101: My Own – Business

“It is intended to give students an understanding how to work for a living, have collaborative skills, management skills, problem solving skills and knowledge seeking skills.



This is the courses offered according to the core curriculum of basic education Career learning groups at the secondary 5. It is intended to give students a better understanding of the specified career. Choosing and applying technology appropriate for the profession, having professional experience and interests. It has qualities that are good for a career. Understand how to work for a living, creative works, have collaborative skills, management skills, problem solving skills and knowledge seeking skills, work virtuously and have an awareness of the cost-effective and sustainable usage of energy and resources.

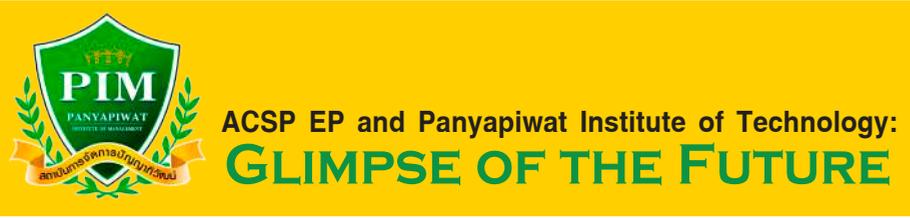
In the 2020 academic year, EP invited four experts and alumni who have good background in being successful in running their business namely; mentor Nattapong Kangkun (PTA), and 3 student alumni mentor Anuwat Sakritichai, mentor Chukiat Suphap and mentor Jakraphant Buranthirawith. To become the activity advisor/facilitators and act as a jury whether to allow students to run small businesses. It will start in thinking the type of business they want to do, planning for successful business operations, follow up operations until the results of operations.

Each class is divided into 2. Each group must propose the businesses that their groups are interested in. The committees will jointly review the proposed budget and if they approved, the school will then released the appropriate and feasible capital amounting from 5,000 - 10,000 Baht for the business. The Business will run for approximately 2 Months provided that at the end of the business, all groups of students will pay back only the funds to the school. The students have to present their business plan to the guest mentors. S5 students should bear in mind that guest mentors will help in the outline of presentation and act as facilitators through giving suggestions but they have to do the entirety of the project themselves. The suggestions received can be added or not.

By following this general outline and focusing on the most important information, each group must answer most of the given questions during presentation and provide as much details as needed.

After the proposal presentation, the guest mentors will decide the approval and the school, as the investors will then give the approved capital. The end of project timeline will be on 5th of February. It is hoped that all students will have the experience of taking this course for future use.

EP Academic Affairs



English Program moved a step further in paving the way for the cooperation with Panyapiwat Institute of Management (PIM), October 6, 2020. PIM sets its bar in creating professionals through work-based education and the goal of having graduates who are ready for International Agro-Industry professional work. The purpose of the PIM Faculty of Agro-Industry's (AGI) visit is to pique the young generation's interest

in Agriculture industry through various activities and to show what they can offer.

There is also some discussions about the Farm Technology Management (FTM) and Food processing Technology Management (PTM). PIM, with the AGI – mission PROS, Pedagogy, Research, Operation and Stakeholder benefits, do not teach Agro-Industry but teaches how to learn Agro-Industry.



Due to the effects of the COVID-19 epidemic, teaching management has to be adjusted so that students are given both curriculum content to study and preparation of standardized English language examinations and Reasoning exams. The said examinations are required for their chosen University Admissions. English Program in cooperation with House of Griffin International organized and started intensive tutorial courses for SAT and IELTS for students Secondary 5-6. To help students at the secondary 5 and 6 who are preparing for the exam SAT and IELTS. In the period of September to December, they will be confident, score high and meet the

required university entrance requirements.

TCAS Round 1: The school supports some of the expenses for students who participate in educational activities to reduce travel problems, Intensive SAT held during September is a kind of study online (30 Hours) while Intensive IELTS held from September to October is combined learning of 10 hours online and 30 hours in class. As a result of this operation, students learn techniques for answering questions with confidence. Most of them score higher than the target before the exam and have scores ready to apply for the required field.



STEM EDUCATION

by **Assoc. Prof. Dr. Wannapong Triampo**

Head of MUSC Center of Excellence in STEM Education, Mahidol University



Biology Expert teaching and providing Applied Science in the experiment for the Secondary 6 on Respiration Analysis: Different Carbon Sources in Yeasts

EDUCATION IS A GIFT THAT NONE CAN TAKE AWAY.

STEM Education by Assoc. Prof. Dr. Wannapong Triampo the Head of MUSC Center of Excellence in STEM Education, Mahidol University organized activities for secondary 1 students in the selective subject SMART. To enable students to apply their knowledge of science through experimental activities and create thinking processes which can cope up with new age-appropriate inventions. With the theme “From Imagination to Creation like Scientist and Innovator” activities.

The Litmus and Milk Plastics activity about changing the properties of milk, the Helicopter Challenge on the movement of objects and activities, the Mask Sumo on the development of thought processes and teamwork and he also organized STEM activities for Science week for students of all levels. Most of which are aligned with their lessons, thus helping children gain both knowledge and fun from inventing or experimenting. This promotes a change within their minds that learning SMART subject is fun and enjoyable.

Secondary 6 immersed in the Respiration Analysis: Different Carbon Sources in Yeasts Biology Experiment planned and supervised by guest experts invited by ACSP EP, Dr. Kobchai Duangrattanalert, PhD. in Genetics and academic contractor IPST Thailand and Dr. Chanati Jantrachotechatchawan, PhD. in Neuroscience and course books editor IPST Thailand, October 13, 2020.

One of the objectives of this experiment is to observe the chemical reaction of interest in the respiration pathway of each designated carbon source (glucose, sucrose, glycerol, ethanol, MSG and acetic acid) with CO₂ as a final product to be measured.

The students are fascinated about exploring the microbiology world together with their teammates and are looking forward for future learning opportunities in ACSP English Program.



Mathematics Department

Τη Ματλς

ΔηγλΣ°

Mr. Sam Needham
Head of Department

“Mathematics subject is creative, beautiful and thought-provoking.”

Mathematics teachers all agree that their subject is creative, beautiful and thought-provoking. When taught in depth, with the right supportive mechanisms, engagement strategies and student-centred involvement great heights can be reached. In the mathematics section for the first engagement of the EP newsletter in 2020 we will hear from Master Christopher Raynes who will talk about teacher’s



professional development related to bar modelling, followed by Master Tieme Willems who will look at the exciting ‘speed’ project P6 delved into, and lastly Master Muhammad Tamim, who is a student engagement specialist. Please enjoy reading the mathematics section in this newsletter and stay tuned for more interesting, engaging and inspiring mathematics news in future editions of the Maths Angle.



Online PD

By Mr. Christopher Raynes

“They help the students visualise the word problem in a way that they can understand exactly what the problem is asking.”

The Bar Model method refers to a particular mathematical problem-solving approach using rectangular bars as pictorial representation of the quantities, and the relationships between quantities, in problem situations. Different model methods can be used to solve different types of mathematics problems.

We start by using concrete objects like marbles, coins, counters or Lego before we progress to using drawings to represent the objects, leading students to be able to draw bar models which they can use to solve word problems.

As a department, all our staff will use the same method and labelling system to ensure consistency for the students as they progress through the various levels at Assumption.

The very basics of bar modelling are introduced in P1. They are then used to solve word problems in addition, subtraction, multiplication and division, amongst other topics in P2, P3, P4, P5 and P6. They help the students visualise the word problem in a way that they can understand exactly what the problem is asking.



“In order to make this complex topic more approachable for the students.”



By Mr. Tieme Willems



Our P6 students took part in a math project during the first half of the semester, learning about speed is part of the Thai curriculum. In order to make this complex topic more approachable for the students, our teachers found interactive activities for students to get acquainted with this topic.

By using iPads, students recorded each other’s time while they were running up and down the track. Then, by using the right formulas, students were able to calculate their individual speed. And finally, students also calculated their average group speed.

Beautiful presentations are the result of this project. The students had great fun learning a new topic and were able to present their findings afterwards.

ENGAGING STUDENTS

“ Physical engagement methods hold great potential for STEM subject integration.”



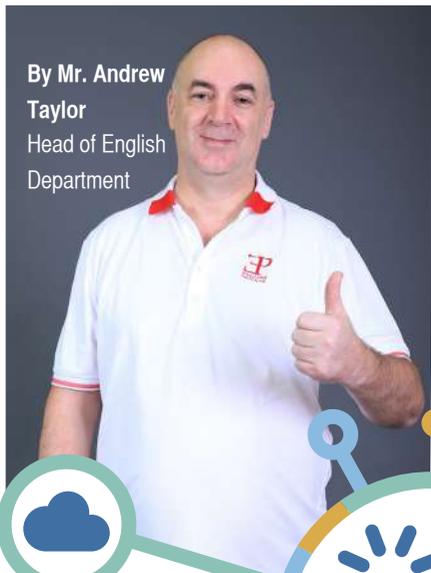
By Mr. Muhammad Tamim



Engaging students physically has for a long time been praised for its kinetic learning potential. Yet, the extent to which active physical engagement actually benefits learners of all backgrounds and ages may be even greater than one would expect. More recent studies suggest that being physically active while learning does not only increase blood supply to the brain, thereby increasing focus, but also contributes to enhanced neuroplasticity or neurogenesis i.e. the ability to form neural links across different regions of the human brain. Consequently, physical engagement methods hold great potential for STEM subject integration. As each STEM subject speaks to a different set of skills i.e. activates a specific brain region, integrating those into one homogenous and holistic approach requires the creation of a network of strong neural pathways throughout the brain, something physical engagement does significantly facilitate and foster. Given its enormous potential, one must wonder then why physical engagement strategies do not play a much greater role in modern teaching methodology than they currently do.

English Department

By Mr. Andrew Taylor
Head of English Department



“with over 50% of the internet currently in English, the need to understand and communicate in English has increased exponentially.”



The sharing of or exchanging information, news, or ideas on the internet has always been a popular past-time amongst netizens. None so more than during the past 8 months where the necessity to access the latest news regarding COVID-19 has become pivotal in how societies respond to recent developments and ‘the new norm.’

Since the first ripples of news relating to COVID-19 began to emerge, the internet has been paramount either as a communication tool in business, media & education, or as the chosen medium in searching for and accessing crucial information. And with over 50% of the internet currently in English the need to understand and communicate in English has increased exponentially.



“Presentation projects have been assigned in most grades, ensuring students have the public speaking skills necessary to flourish in any industry.”

On the date students went back to school this year, things were not the same as they previously were. In addition to the new safety measures taken to create a “new normal”, students of the ACSP EP program were also treated to newly refurbished classrooms. This new design includes more focus on digital media. By utilizing this ergonomic design many teachers within the English program have done exciting and thought-provoking projects. This will also help students transition from remote learning, which has been a vital part of the education process during the pandemic lockdowns.

Presentation projects have been assigned in most grades, ensuring students have the public speaking skills necessary to flourish in any industry. In P4 “group bump reading” has been very popular as a group activity, P5 students have had to research and present on a historical figures, and in P6 students have had to use analytical thought to answer questions about rapidly changing future technologies.

Continuing to give the option of using online platforms (Seesaw) for submission of work has also proven to be a convenient way for students to get feedback from the teachers. Here are some examples of work completed during lock down for parents to enjoy.

As students take the midterm exams, and a more normal routine is established, the EP English departments will continue to strive to make students achieve, adapt and thrive.



By Mr. Lachlan Austin

Green Sea Turtles of the Great Barrier Reef

Get Well Soon

Great Work!

Well Done!

Dear David,
I've got back to school after the lockdown. The school started since July 1st, 2020. I'm very excited and happy to see my friends. I have not seen them for a long time. We talk and play until the class starts. During the lockdown, I didn't travel anywhere! I was so sad. In Thailand, the department stores, some shops, restaurants and hotels were closed due to Covid-19. After lockdown when I go out, I have to wear mask, measure temperature and use hand sanitizer. I wish you happy and healthy!



Echoing from the board rooms of Asia Tech to the hallways of Silicon Valley, a novel ‘buzz word’ is making its rounds: ‘Design Thinking’. The adavance, held mostly by tech-savvy entrepreneurs, in hailing DT as “the future of innovative learning” has further been underscored by the fact that top tier universities across the globe are now racing to adopt DT methodologies and integrate those into their curricula. The hype is very much justified, as the subject enhances creative skills of the kind that are in higher demand than ever in a world faced with an abundance of socio-economic, environmental, health and security challenges. DT provides a solution-based approach to these challenges that guides students to empathize with others, ideate solutions, plan their creations, build prototypes and test their feasibility.

“We cannot solve our problems with the same thinking we used when we created them.”



In recognition of its potential for educational and professional application, the Academic Board of

ACSP’s English Program has thus devised the creation of a new Design Thinking class for our Secondary 1 students by molding the internationally established Stanford Design Thinking curriculum into a syllabus appropriate to younger learners’ needs. Along an array of targeted projects and hands-on activities e.g. inventing a new sport, innovating a medical device, imagining creative ways to achieve development goals, planning a host agenda for an official guest, reimagining the classroom environment, or developing an animal habitat, to name only a few themes, students are led to think critically and come up with their own solutions and innovations to make ‘their world’ a better place. In class, an emphasis is placed on creating an open space for students’ ideas, devoid of instant judgement or criticism, allowing for the unconventional, the fantastic, and the unique to emerge, since only a truly new way of thinking allows us to tackle existing problems in a sustainable way, or as Albert Einstein once put it: “We cannot solve our problems with the same thinking we used when we created them.”



THE BLESSING AND OPENING OF SCIENCE LAB CEREMONY



Deputy Minister of Education, **Khunying Kalaya Sophonpanich**, along with the education officials of Samutprakarn Province Education Director of the Private Education Group, Assoc. Prof. Dr. Wannapong Triampo Director of MUSC Centre of Excellence in STEM Education, A. Santivipa Phanichkul, Executive Chairman and Director of House of Griffin and other important guests were in attendance to celebrate the opening ceremony of the Inspiration Square learning center and Science laboratories, August 31, 2020. Welcomed by Bro. Pisutr Vapiso, Ph.D. Director of Assumption College Samutprakarn, Bro. Pittaya Tueaita, Vice Director, with members of the School Board, PTA and Board of the Alumni Association and representatives of the Parent Network.

The robot delivered a garland, and then attendees enjoyed a demonstration of student potential in different areas such as: Contemporary Arts, Charms of Siamese Contemporary Arts, and Evolution of Contemporary Arts, as well as Arduino Smart Controller and Arm Robot demonstration and many others.

The guests visited all five science laboratories: the Charles Darwin Biology Lab, Mendeleev Chemistry Lab and Maxwell Physics Lab at Assumption Building then the Einstein Laboratory and Edison Laboratory at St. Gabriel Building.

There are lots of fun and exciting activities such as: STEM

Challenge ExploBot, creative works from 3D printing, hands-on experiments, Effect of temperature to solutions, Disruption of Equilibrium, Chicken Dissection, Extracting DNA from Fruits, Speed of Sound / Resonance Tube Experiment, and Reflection of Light and other activities which are aligned with Cambridge and Thai Curriculum.

Khunying Kalaya Sophonpanich, Deputy Minister of Education, admired the students' confidence in presenting their work and their fluency in speaking English combined with their Science skills. She also gave a positive feedback that EP is on the right track for 21st century teaching and learning. The PTA also felt proud when they saw their children showcasing their knowledge and ability during the presentation.

The students are thankful because through this experience, they felt accomplished because they did well and receive a compliment from their audience.





“A person who never made a mistake never tried anything new.”

-Albert Einstein-



Science Department



H.M KING MONGKUT
(RAMA IV)

Before we begin writing something about science week, I would like to tell you why we celebrate this in the month of August. In Thailand, National Science Day is always observed in August to commemorate the anniversary of a total solar eclipse which was predicted by H.M King Mongkut (Rama IV) in 1868.

Science Week refers to a series of science-related events. Young children are natural scientists, filled with curiosity to discover and understand the world around them. Children naturally engage with scientific concepts and processes in their play and as they explore their world.

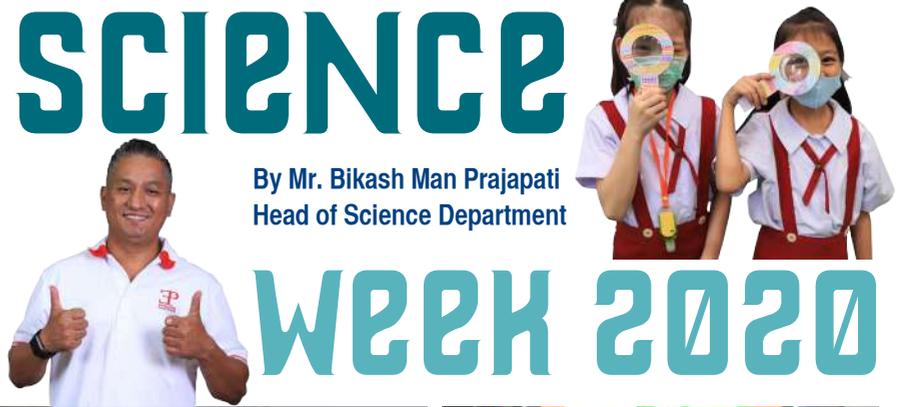
The aim of science week is to engage and inspire people of all ages through science, engineering and technology, and to encourage people to be fascinated by the world we live in.

This year Science Week was held on August 26-28 which offered events such as STEM Challenge Competitions, Students' work exhibitions and presentations and Science Lab Tours for primary students which was given by seniors students. Don't miss this opportunity next year. If you have any idea or suggestion to make this event even better please don't hesitate to inform Science Department

The school theme for Science Week this year is:

Look deep into nature, and then you will understand everything better.

- Albert Einstein -



By Mr. Bikash Man Prajapati
Head of Science Department



ANIMAL HABITAT PROJECT

By Ms. Narges Rahimiparvar



In the first term of this year, our P4 students have been learning about different animals and what they need to survive in their particular habitats. They have learned that each type of habitat, whether it be desert, rain forest, savannah or tundra, has its own challenges and requirements for survival.

To give the students an opportunity to demonstrate their understanding of this topic, they have been asked to make dioramas of their favorite animals and the habitats they live in. To complete this project successfully, the students needed to thoroughly research their chosen animal and its habitat, and then work in groups to prepare informational reports. These informational reports were then used to guide the design and creation of their scale model animal habitats.

This project-based group work helped students develop many of the skills they will need to be successful in the future, such as: collaboration, creativity, critical thinking, problem solving, and self-management. The best part about this project is that it brought a lot of learning subjects together into one project, allowing students to learn many things as they worked their way towards answering questions and meeting challenges.



DISASTER MANAGEMENT CYCLE

By Mr. Bienjelou Balasa



In the first semester of the academic year 2020, I was assigned to teach Secondary 6 students about disasters: the types, causes, effects, and lastly disaster management. Miss Kanokwan and I planned ahead of time on how to organize the topic very well and we did some research, so that we could give students a deeper understanding on this topic.

But the question is What is a DISASTER and how to manage it if it occurs?

A disaster is a sudden, calamitous event that seriously disrupts the functioning of a community or society that causes human, material, and economic or environmental losses that exceed the community's or society's ability to cope using its own resources. Though often caused by nature, disasters can also have human origins.

The disaster management cycle illustrates the ongoing process by which governments, businesses, and civil societies plan for and reduce the impact of disasters, how they react during and immediately following a disaster, and the steps taken to recover after a disaster has occurred.



Inside the classroom my students and I shared ideas, throwing questions around, and sharing information and having fun while learning. After a few weeks of discussions and an installation of deeper information about the topic, Miss Kanokwan and I decided to involve them in an activity for Science Week on 4th week of August 2020.

What we did was divide each class into 2 groups and allowed students to choose their own topic about the kinds of disasters and then gave them time to plan for a short 15-minute presentation which included a short discussion and a drama about (DMC) Disaster Management Cycle.

What we did was divide each class into 2 groups and allowed students to choose their own topic about the kinds of disasters and then gave them time to plan for a short 15-minute presentation which included a short discussion and a drama about (DMC) Disaster Management Cycle.

Social Studies Department



Mr. Alex Stewart
Head of Social
Studies

SECONDARY SOCIAL STUDIES



Social studies is a very diverse subject with topics ranging from ancient Greece to World War II. Nonetheless, one thing remains constant and that is the number of skills able to be developed within the students. This past month has seen students increase both their English vocabulary and writing skill coinciding with gaining knowledge that has helped them better understand our world and its history. One new event within this department has been the introduction of current event lessons, running once a month and tailored to the abilities of each year group, it focuses on advancing: critical thinking, general knowledge, understanding different perspectives & research experience of the students.

The beginning of this semester has not been without its challenges, Coronavirus had inevitably impacted the daily functioning of school life. Most notably this has come to fruition in social studies with me being stuck outside of Thailand. However, due to the hard work and dedication of ACSP staff, students can carry on learning through the application of live lessons and iPad devices. As we move forward into the academic year we will continue with engaging and interactive lessons to maintain the positive learning environment we have developed.

“We will continue with engaging and interactive lessons to maintain the positive learning environment we have developed.”

PRIMARY SOCIAL STUDIES

By Ms. Madison
Baumstimler



An essential and meaningful goal of the Social Studies Department at ACSP is to facilitate and inspire our students to become educated, globalized citizens. To do this, we invest a considerable deal of time exploring maps, foreign countries and cultures. Our projects consist of hands on activities using our students outstanding artistic skills, fabulous teamwork and impressive agency to research a variety of topics in a single group. Our upcoming projects are focused around foreign countries, where we will be creating 3D models, Posters, cooking food, artful collages and for our P6, videos to spotlight their acting, entertainment, artistic and technological savvy skills. I hope parents and students enjoys the creating process in the upcoming projects!

“An essential and meaningful goal of the Social Studies Department at ACSP is to facilitate and inspire our students to become educated, globalized citizens.”



Physical Education & Health Department

For our younger primary students, we are always wanting to promote an environment of enjoyment for all of the children present, and that often means seeking out activities that kids with varying ability levels can enjoy with the same enthusiasm. Parachute Play is an excellent option in this case.

Beautiful and sometimes calming, a parachute can create soft, whispering sounds or loud, rippling noises, depending on how quickly it is moved.

A large parachute is laid flat on the floor and the participants stand around it in a circle. Everyone grabs ahold of the parachute and works together to use it for various activities, like bouncing small objects on top, lifting it up and running underneath, or walking around it like a merry-go-round. The cloth is light and easy to work with, yet offers enough resistance that it's excellent for strengthening the upper torso.

This form of play encourages a variety of different skills. While most gross motor activities for young children develop muscles in the lower body, parachute play strengthens primarily shoulder, arm and hand muscles.



PARACHUTE PLAY

“Kids learn about cooperative play and social interaction, along with taking turns and learning to follow instructions.”



By Mr. Laef Bokish
Head of PE



By coordinating the parachute together, kids learn about cooperative play and social interaction, along with taking turns and learning to follow instructions.

When children work together to make the parachute billow, they also refine perceptual motor skills and develop a sense of rhythm, which in turn can help with cognitive process.

Visual perception is strengthened and challenged, allowing participants to improve their ability to process and mentally organize visual information.

Working with peers is an excellent way to encourage socialization and language development, and the non-competitive nature of the game leads to a healthy level of involvement regardless of ability level without anyone being left behind.

Chinese Department

Japanese Class

Since the academic year 2015, EP has offered a Japanese language course in the study plan EIS (English for International Studies). It is another option for students who want to learn a language that meets the interest of students at that time due to its popularity in anime, cartoons, games, manga, movies, music and fashion. 16 students in room 9 enrolled in this Study plan EIS (English for International Studies).

Students can choose to study selective subjects according to two groups of interests: Mathematics, Additional SAT Math and Business Mathematics. In Japanese language groups, all students will study the same number of subjects, 3 Lessons per week, and with additional separate the number of Japanese language elective courses, 8 Lessons per week, throughout the Academic year.

Due to its good prospect for University admissions, EP integrated studying English and Japanese as a subject and by organizing the curriculum in accordance with the curriculum of the Ministry of Education. EP also observed its potential as they encouraged the increased concentration by organizing a Japanese language standardization exam every year. Level 4

Secondary students learn Japanese vocabulary, foundation, Basic characters, conversation and grammar. This method will allow students to use them in their initial communication or further study at the higher level. All students will take a Japanese language standardization test (JLPT). The teaching approach focuses on learning through role-playing activities. The organization of activities according to national festivals, toys, plays, songs or celebrities that were popular at that time. In addition, the school also organizes activities. In Summer Course, students learned and presented about Japanese culture in order to apply the knowledge from the classroom and to inspire learning the language.

The school welcomed a guests who is a teacher assistant and a former student of Tokyo International University, Tokyo, Japan to join the teaching and organizing activities for students for a period of time(3 Weeks). TIU has given 100% scholarships (Full Scholarship in 4 Years) to Ms. Chanidapa Srirachakul to study in Academic Year 2018 and again a full scholarship for study in academic year 2021. Besides that, in the academic year 2019, ACSP have signed MOU with Asia University, Tokyo, Japan to receive students who meet the criteria



of the school to enter immediately (1 student) and ACSP have MOU with Asahijuku Secondary School to join in organizing short and long term student exchange programs which is beneficial for the continuous development of students' interest in learning Japanese language. Through this experience, EP planned to start a Japanese language course at the Junior high school level Selective Subject. This will be offered to students who are interested as well and fulfilled the requirements to study. If the students prefer the course, he/she can study it for 3 years, but if they want to try something else, they can choose another subject every year.



“KARUTA IS A GOOD TEACHING MATERIAL BY USING YOUR BODY TO PLAY IT, YOU WILL BE ABLE TO READ JAPANESE FASTER.”

かるた



By Mr. Phoptam
Japanese Language Teacher

かるたとは読み札と絵札に分れた2種類の札を使い遊ぶカードゲームです。一般的には百人一首を用いた「百人一首かるた」といわれる歌を用いた「いろはかるた」に分けられます。百人一首かるたの全国大会なども頻繁に行われており、日本独自であり代表的なカードゲームです。

取り札(字札(じふだ))には、下の句だけが書かれています。取り札の和歌は、全部 ひらがなで書かれています。だく点はありません。たとえば、読み札の「わがみよに」は、取り札では「わかみよに」となります。読み札(絵札)には、和歌の上の句と下の句が両方書かれています。

日本では『競技かるた』があり、小倉百人一首を用いて、一般社団法人全日本かるた協会が定めた規則に則って行う競技です。更に、タイでも「タイ国日本人会」のかるたの試合があって、『日タイ交流小倉百人一首バンコクかるた大会』と呼ばれます。去年(2019年)まで第15回で行われました。それは歌を知らなくても、ひらがなが読めれば誰でも取れますので、とても知的で面白い文化が分かるようなゲームです。

日本語を学んでいる学生にとって、かるたはいい教材だと思います。体を使ってかるたをすることで、日本語が早く読めるようになります。更に、このゲームによって日本の文化のことも会得できます。



EP has offered Chinese courses in the study plan EIS (English for International Studies) It is another option for students who want to learn another language that meets the interest of students and parents as it relates to business opportunities and university studies. The popularity of learning Chinese increased in the Study plan EIS (English for International Studies) Room 9. Students can choose to study selective subjects according to two groups of interests: Mathematics, Additional SAT Math and Business Mathematics. Japanese language group and Chinese language group where all students study the same number of subjects, 3 Lessons per week. Then will separately study the Chinese selective courses, 8 lessons per week throughout the Academic year.

Due to its good prospect for University admissions, EP integrated studying English and Chinese as a subject and by organizing the curriculum in accordance with the curriculum of the Ministry of Education. EP also observed its potential as they encouraged the increased concentration by organizing a Chinese language standardization exam every year.

In addition, the school also organizes activities. In Summer Course, students learned and presented about Chinese culture in order to apply the knowledge from the classroom and to inspire learning the language. Level 4 Secondary students learn Chinese vocabulary, foundation, basic characters, conversation and grammar. This method will allow students to use them in their initial communication or further study at the higher level. All students will take a Chinese language standardization test (HSK).

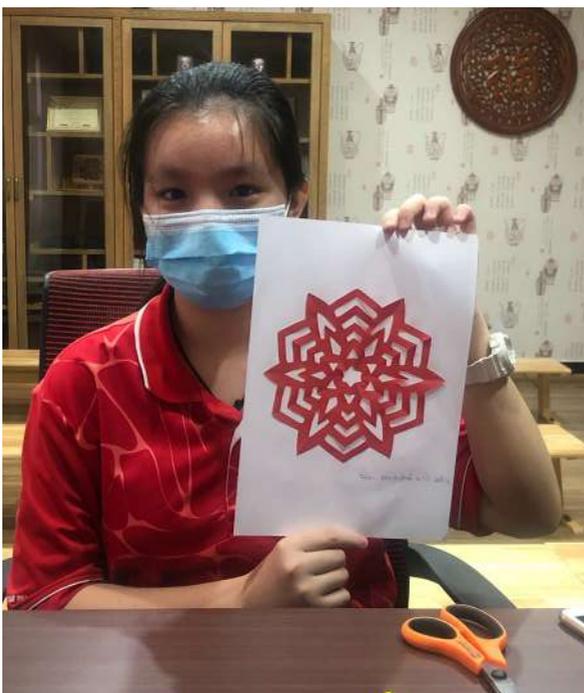


By Miss Sunisa
Chinese Language Teacher

中国剪纸

“Introducing Chinese folk art into the classroom not only allows students to understand Chinese traditional culture, but also helps improve students’ enthusiasm.”

剪纸艺术是最古老的中国民间艺术之一，作为一种镂空艺术，它能给人以视觉上以透空的感觉和艺术享受。剪纸用剪刀将纸剪成各种各样的图案，如窗花、门笺、墙花、顶棚花、灯花等。每逢过节或新婚喜庆，人们便将美丽鲜艳的剪纸贴在家中窗户、墙壁、门和灯笼上，节日的气氛也因此被烘托得更加热烈。



为了丰富学生的校园生活，探索中华传统艺术，增强学生对中华优秀传统文化的了解和体验。我校开展了一门课中国传统文化“剪纸艺术”。剪纸课堂上，在老师的带领下，同学们开始剪纸学习。折纸、划线、一剪一展，一幅幅“春”字作品跃然纸上。体验现场气氛热烈，欢声笑语不断。将中国民间艺术引入课堂，既可以让了解学生了解中华优秀传统文化，更有利于提高学生的动手积极性。

TRAVEL

CAMBODIA & VIETNAM

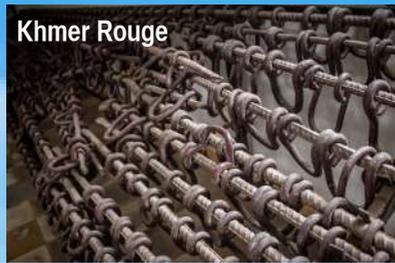
On the 2nd of October me and my friends got to take a study trip to Cambodia and Vietnam.

In Cambodia we learned a lot about the Khmer Rouge and got to visit the death prison. At the death prison we saw ways people were tortured and killed, and I met two of the survivors and bought a book from one of them. I read his book and the reason he survived was amazing, he was able to fix a typewriter so they let him go. One day we went on a boat trip on the Tonle Sap, a big lake in Cambodia, it was very interesting because we got to eat food on a ship in the middle of nowhere.

Days later we took a bus to Vietnam. In Vietnam we went to the Vietnam War Museum and learned a lot about



Khmer Rouge



Khmer Rouge

the Vietnam war and how America came and destroyed everything and then left. In Vietnam we visited the B-texco financial tower. I really liked the building and the beautiful view around it, there was also a café on top of the building. I ordered the crème brûlée and really enjoyed it. We also visited the Cu Chi tunnels, and saw how smart the Vietnamese people were. They built kilometers of tunnels underground. One day we were walking

in the Ho Chi Minh City when I saw a handicapped man selling magnets. He was working hard in the sun and he offered me 7 magnets for 100 baht which was a good deal. Some minutes later I was walking around with Calvin when we got lost from the group, I walked past the same handicapped man and he asked me if I was lost. I replied yes and he started telling me where to go to get back to the group, he was a nice guy.

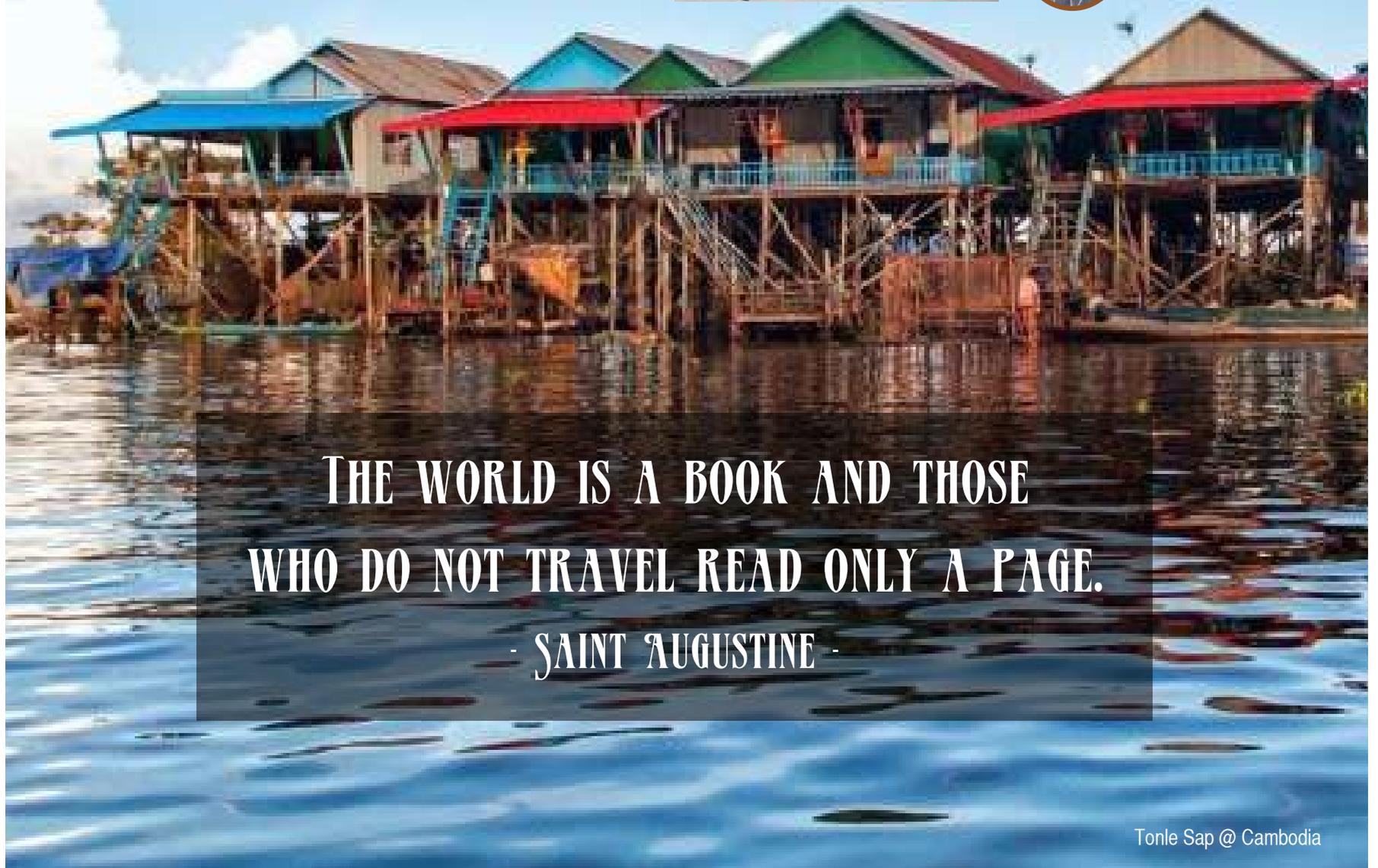
The best part of this trip was the time I spent with friends at night. We played lots of games together and it was a lot of fun.



Vietnam War Museum ▶



By Puribadhn Srikong S.3/8



THE WORLD IS A BOOK AND THOSE
WHO DO NOT TRAVEL READ ONLY A PAGE.
- SAINT AUGUSTINE -



MUN



By Tiya
Rungruang. S.4/8

Hello to all readers, this column is about my trip to Indonesia to participate in the MUN or Model United Nations. Model United Nations is, as its name suggests, a mock United Nations conference. People who sign up for this can select the councils they prefer and the countries they would like to represent. Participants can be from high school students to college students and they would have to follow fixed council procedures.

The first day was the hardest part. On the day we arrived at Jakarta, we had to take a train to the hotel we booked. Unfortunately, it was during rush hour in Indonesia. So, we had to squeeze in to get onto the train which was especially hard, even more so with our huge travelling suitcases. But there, we met a nice Indonesian. He looked as if he was in his mid-twenties. He helped us push us up onto the train. So, we got to the hotel safely at the end of the day. We didn't do much on the second day. It was the day before the conference started. So, we spent the day in our hotel rooms researching and finishing our position papers. The third day was the day the conference started. So, we woke up early that

day and went to Cikarang by train. The conference started and the first session was like an introduction. The next following sessions would go according to the procedures. At night, there would be parties, to be exact, a gathering of council members and staff. Each night would go by different themes and we would wear clothes that matched the themes given. In some sessions, some representatives would be absent. So, the staff would send some of their own to fill in the gaps and heat up the discussions. On the last day, there was a farewell party. The chairman of every council would announce and reward the best representatives of their respective councils. After the conference ended, we took the train back to the same hotel we stayed in for the first two days and we flew home the following day.

Model United Nations is an experience we won't be able to find anywhere else as it can really boost a person's confidence, speaking and social skills. It may seem hard at first but if you don't try new things, see your own mistakes, reflect on it, there would be no way you can improve.



“MUN IS AN EXPERIENCE WE WON'T BE ABLE TO FIND ANYWHERE ELSE.”



CUTE BOY & GIRL

CUTE BOY



ENG

CUTE GIRL

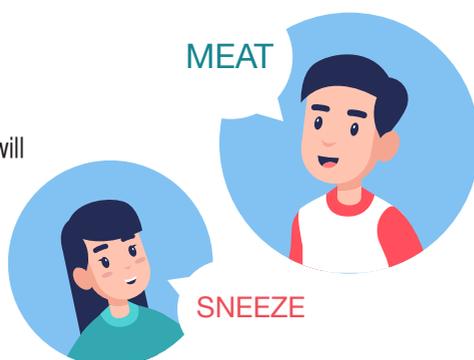


ANGEL

Q: Can you please introduce yourself?
 A: My name is Kritti you can call me Eng
 Q: What's your favorite song?
 A: Circles - Post Malone
 Q: If today is your last day on earth what would you do?
 A: Stay with my family
 Q: What's the most important thing in your backpack?
 A: Powerbank
 Q: What do you usually do to relax?
 A: Listen to music
 Q: What's the last thing you do before going to bed?
 A: Check messages
 Q: When do you usually wake up?
 A: 6 am
 Q: If you have 10 million baht, what will you spend it on?
 A: Play the stock market

WOULD YOU RATHER?

Q: Would you rather sneeze all your life or hiccups all your life
 A: Sneeze for the rest of my life
 Q: Would you rather eat only meat or vegetable?
 A: Meat
 Q: Would you rather stay in the shower forever or not showering forever?
 A: Stay in the shower forever
 Q: Would you rather wear ugly clothes forever or have ugly hair forever?
 A: Ugly clothes for sure



Q: Can you please introduce yourself?
 A: Hi, my name is Chutirada Kuntong. You can call me Angel. I am 16 years old, I am in grade 10. If we meet, you can greet me I glad to meet all of you.
 Q: What's your favorite song?
 A: My favorite song is Loverboy, I like the way how they played the guitar and also how they sang.
 Q: If today is your last day on earth what would you do?
 A: I will spend my last time with my family just watch Netflix and chill, eat some popcorn do what we happy with.
 Q: What's the most important thing in your backpack?
 A: I think it is a wet wipe, I usually use it when I have a dirty face.
 Q: What do you usually do to relax?
 A: Actually, it is just sleeping.
 Q: What's the last thing you do before going to bed?
 A: The last thing I do before go to bed is

doing some homework.
 Q: When do you usually wake up?
 A: Around 6:15 am.
 Q: If you have 10 million baht, what will you spend it on?
 A: I will not spend it, I will save the money for my future.

WOULD YOU RATHER?

Q: Would you rather sneeze all your life or hiccups all your life
 A: I rather sneeze, I don't like to hiccup.
 Q: Would you rather eat only meat or vegetable?
 A: Meat! I am a meat lover.
 Q: Would you rather stay in the shower forever or not showering forever?
 A: I choose to shower forever better than not showering forever I don't like to have a bad smell.
 Q: Would you rather wear ugly clothes forever or have ugly hair forever?
 A: I rather wear ugly clothes forever.



By Tiya Rungruang. S.4/8

TOP 10 ANTICIPATED ANIME OF 2020



Ketmanee
Kamolmongkolsuk
S.5/8



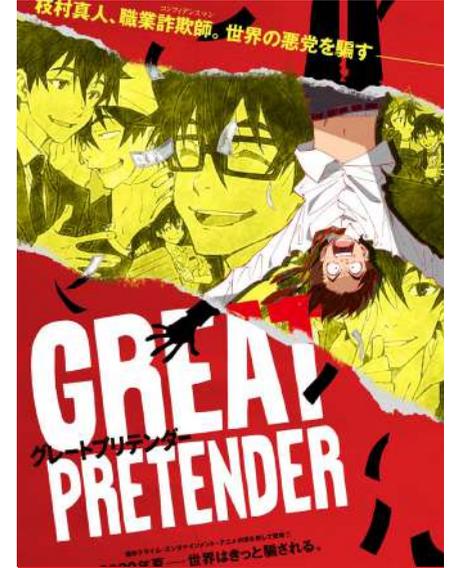
1. Keep Your Hands Off Eizouken!
Aired: Jan 6, 2020 to Mar 23, 2020
Status: Finished Airing
Genres: Adventure, Comedy, School, Seinen



2. In/Spectre
Aired: Jan 12, 2020 to Mar 29, 2020
Status: Finished Airing
Genres: Mystery, Comedy, Demons, Supernatural, Romance, Shounen



3. Tower of God
Aired: Apr 2, 2020 to Jun 25, 2020
Status: Finished Airing
Genres: Action, Adventure, Mystery, Drama, Fantasy



4. Great Pretender
Aired: Jun 2, 2020 to Sep 21, 2020
Status: Currently Airing
Genres: Action, Adventure, Mystery, Comedy, Psychological



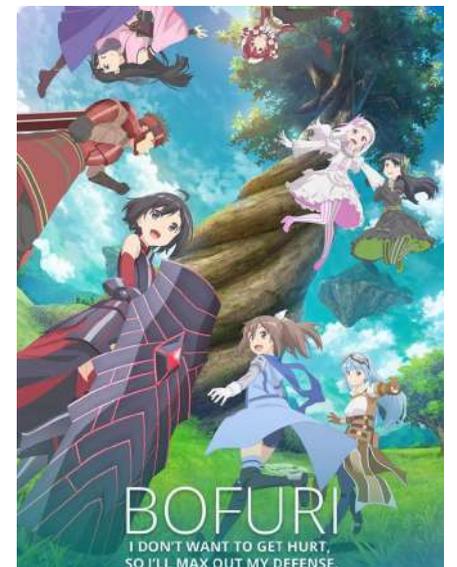
5. The God of High School
Aired: Jul 6, 2020 to ?
Status: Currently Airing
Genres: Action, Sci-Fi, Adventure, Comedy, Supernatural, Martial Arts, Fantasy



6. Fugou Keiji: Balance:Unlimited
Aired: Apr 10, 2020 to Sep 25, 2020
Status: Currently Airing
Genres: Mystery, Comedy, Police



7. Kakushi Gotou
Aired: Apr 2, 2020 to Jun 18, 2020
Status: Finished Airing
Genres: Slice of Life, Comedy, Shounen



8. BOFURI: I Don't Want to Get Hurt, so I'll Max Out My Defense.
Aired: Jan 8, 2020 to Mar 25, 2020
Status: Finished Airing
Genres: Action, Game, Sci-Fi, Adventure, Comedy, Fantasy

9. Jibaku Shounen Hanako-kun
Aired: Jan 10, 2020 to Mar 27, 2020
Status: Finished Airing
Genres: Comedy, School, Shounen, Supernatural



ENTERTAINMENT



연애혁명



K-pop

Welcome back to Korea Corner! You might have heard about the drama 'Love Revolution', the drama is about a romantic relationship between the main actor and actress which is adapted from Webtoon (Web comic) and it aired on 1st of September and will continue until 18th of March, 2020. But this isn't the main focus of this issue!

(WARNING: this article is BI-ASED!) The main focus of this article is the actor who starred as Lee Kyung Woo, who is the main actor's best friend in Love Revolution 'Kim Younghoon' and his band. Kim Younghoon (김영훈) is not only an actor but he is also one of the members and vocalists in the boy group 'THE BOYZ' and before this, he was a model too.

The Boyz is a group under Creker Entertainment which began with 12 members: Sangyeon, Jacob, Younghoon, Hyunjae, Juyeon, Kevin, New, Q, Juhaknyeon, Sunwoo, Eric and Hwall, but in 2017 Hwall left the group due to health problems. The first song that The BOYZ debuted was "Boy" and this was released on 6th December 2017. They recently released their latest song 'THE STEALER' on 21st September, 2020, from the comeback album 'CHASE'.



by Yanisa
Saengcharoensuklert
S.5/8

ENTERTAINMENT

快点儿吧，姑苏蓝氏的正式听学一会儿就要开始了！

[Hurry up, Gusu Lan Sect's official lecture is going to start!]

大家好 [Hello], welcome back to our entertainment section and in this issue I will bring you guys to Gusu (n.) - A place where The Untamed begin and the place where you will probably lost in after you have watched the series.

The Untamed or 陈情令 is a Chinese series based on novel called 魔道祖师 (The Founder of Diabolism), it was aired from 27th of June to 20th

August 2019 on Tencent Video while it's special edition of The untamed aired on WeTV from 25th December 2019 until now.

The founder of Diabolism was created into many media which are Audio Drama produced by Polar Penguin Studios, Donghua series or Chinese animation produced by Tencent Penguin Pictures and B.C May Pictures, Manhua or Chinese webcomic published by KuaiKan Manhua and as Web Series titled 'The Untamed'. This series was starred by Wang Yibo (王一博) as Lan Wangji (蓝

忘机) and Xiao Zhan (肖战) as Wei Wuxian (魏无羡).

Wang Yibo is Chinese singer and actor, he debuted as one of the member of UNIQ, a Chinese-Korean boy band from YueHua Entertainment. Yibo was born on 5th August 1997 in Henan (河南 - province of the People's Republic of China), he joined IBD dance and become one of the top 16 in Hip-Hop category before he become YueHua's trainees. Yibo is also a racer of the Yamaha China Racing Team. He become well-known from his role, Lan Wangji in

The Untamed.

Xiao Zhan is also known as Sean Xiao, a singer of Chinese boy band X NINE and actor, he was born on 5th December 1991 in Chongqing. Before he was debuted, he worked as photographer and graphic designer. In 2015, Xiao Zhan participated in reality show 'X Fire' and was chosen as one of the nine members to debuted as 'X NINE' or X玖少年团. He become well-known from the drama 'Oh! My Emperor' and The Untamed.

Official sound track of The Untamed titled '忘羡' before it was renamed as '无羁'. There are also theme song for main characters in the series released by QQ Music on the 8th of July 2019 or you can listen to it on JOOX Thailand. Character songs are mainly on their life and the character feeling so after you've listen to the songs, you would definitely understand the action of each character.

AND DON'T FORGET TO BE READY FOR A TRIP FROM LOTUS PIER TO GUSU.

[P.S. If you have already stayed in Gusu (you have watched the movie and still can't move on from it), you can come and have a chat with me.]



Youtuber



by Traiteeya Thongklin S.5/8



I'm back again with another YouTuber. Last time, which was ages ago, I told you a little about this month's YouTube and that he-or she's an animator. If you're a big animations fan, then you probably knew about a YouTuber that goes by the name 'TheOdd1sOut'. His real name is Robert James Rallison better known online as 'TheOdd1sOut'. His most popular videos have to be Soobway and its sequels. No, that is not a typo. In the first Soobway video, which is actually called 'Work Stories', he explained that he worked at a small local sandwich shop, but

it turned out to be Sub- Soobway. After it has become one of his most viewed videos, he decided to make more. Unfortunately, the Soobway he worked at closed down and that is where he end his Soobway series. Despite being an animator, he is actually a math education major. He said that he wanted to be a math teacher, but somehow his youtube career kicks off and he's quite pleased with it. He often talks about his school life and everyday stuffs no one usually talks about like hobbies, sports or even his poetry class. His style of art are so simple to the point

TABLETOP GAMES



that some might even say it looks lazy. Lastly, I just want to say that if you're bored and have nothing to watch, you should go check him out and as James always says 'wear your seatbelt'.



ENTERTAINMENT

Star Wars: The Rise of Skywalker

Directed by J.J. Abrams, Star Wars: The Rise of Skywalker is once again a movie that you need to watch filled with surprising facts and scenes throughout the movie. Watching the movie, you can experience the conclusion of the Skywalker Saga, in which the great conflict between the Jedi and the Sith can be concluded, or not? Will there be another Skywalker left in the galaxy?

Star Wars Episode IX: The Rise of Skywalker is the third movie of the Star Wars sequel trilogy and the final episode of the nine-episode Skywalker Saga, starring some of the main characters from the Original trilogy (Episode IV-VI) which includes Mark Hamill and Carrie Fisher.

SPOILER ALERT! For those who haven't seen the movie yet, please read no further. Kylo Ren tracked and found the Emperor Palpatine alive and have been on a Sith planet that haven't been mentioned this whole time, during the past movies after his death in Return of the Jedi back in 1983. He is recognized as the puppet master of the First Order, keeping himself alive by dark power of the Force. He told Kylo Ren to bring Rey to him.

When Rey have been trained by Leia, while Finn, Poe and Chewbacca found out Kylo Ren's plan by a spy. Rey, C-3PO and BB-8 joined the group with Finn to meet Lando Calrissian (an old friend of

Han Solo back in Star Wars Episode V: Empire Strikes Back in 1980) on a planet named Passana during local celebration. Lando leads them to a dagger that can help them locate the emperor. The dagger is engraved with Ancient Sith text. C-3PO can interpret the text but cannot verbally translate it due to his programmed system. Later, Rey emitted her first Force lightning from her hand while fighting with Kylo and escaped to another planet. Chewbacca was captured at this point and the team thought that he was dead due to a carrier ship explosion during the fight between Rey and Kylo.

On the other planet, C-3PO is able to translate the text which costs his memory but his memory is backed up in R2-D2. The translated text described a location where the way-finder to Palpatine hideout is on other moon of Endor. Rey and her friends infiltrated a star destroyer to save Chewbacca after Rey knew he isn't dead. Later, Finn and Poe was captured and was offered to be executed. Rey then fight with Kylo Ren through their force bond bonded by Supreme Leader Snoke by taking advantage of their connection and bonded the two through the force in Star Wars Episode VIII: The Last Jedi. At this point, it is revealed that Rey is Palpatine's Grandson. General Hux then revealed that he was the spy to Finn and Poe, and released them. Hux was discovered and killed by his master, General Pryde.

On the Endor moon, Rey found the way-finder in the wreckage of the Second Death Star. She touched and visualized herself becoming a Sith Lord. Ren tracked Rey and destroyed the way-finder, fought with Rey once again, but this time, Leia reaches out to Kylo through the Force, as she dies. Rey then mortally wounded Ren before leaving the moon with Kylo's ship to Ahch-to. Kylo then imagines a conversation with his father, Han Solo, after which he threw his crossguard lightsaber off the cliff, then called himself his real name (Ben Solo) instead of Kylo Ren.

On the other side, Rey met with the Force ghost of Luke on an island on Ahch-to. Luke told Rey that she 'must' confront Palpatine, gave her Leia's lightsaber. Then Rey heads to the Emperor's planet by using the way-finder on Kylo Ren's ship and transmitted the coordinates of her ship to the Resistance.

Rey and Ben then confronted Palpatine while the Resistance ships fought with the upgraded fleet of star destroyer. As Rey and Ben loses their life force energy to the Emperor, hundreds of spaceships appear to help the Resistance. Rey was exhausted and heard the voices of all the deceased Jedi (Yoda, Qui-Gon Jinn, Anakin and Mance Windu) and became rejuvenated. She used both of the lightsabers from Luke and Leia to reflect the Emperor's lightning force back at him which killed him. By killing Palpatine, Rey re-

ceived too much power and it's too much so she died. Ben then uses the last of his force powers to resurrect her and Ben joined the force simultaneously.

Later, after the fight, Rey returned to Tatooine. Under the light of two suns, she buries the twin lightsabers and showed her own yellow lightsaber before she introduces herself to locals at the area as a "Skywalker".

The movie was impressive and there is no comment that the movie nearly cracked the record of the opening weekend worldwide by nearly \$400 million.

When I was watching the movie, it reminds me many things that we, people may close our eyes to. One great thing that it reminds me of was, we should spend our time with family, relatives, or friends because we wouldn't know when will be the last time that we met with others. The other thing was working as a team with a good plan will mostly complete the work or task by a good method of doing. Just like in the movie, Rey had a plan to eliminate Palpatine, working with her colleagues and finish the plan successfully.

In my opinion, I recommend you to watch this film in case you haven't since this movie is the ending of the Skywalker Saga and it's full of surprises. It also teaches us about important things that we should have done in our daily lives and left some reminders to think of.

By Korluang Sunthonkul S.5/8

MOVIE FACT: STAR WAR: THE RISE OF SKY WALKER

1) Kylo Ren's helmet: It was repaired from the Episode XIII and has visible red cracks. This was inspired by a Japanese practice called Kintsugi which is an art of repairing broken pottery.

2) C-3PO's Sith language translation: In the movie, C-3PO wasn't able to tell Rey what the translation of the Sith text is, due to a rule of the old Republic. It was Palpatine who put the rule in place as he was the Sith lord who the Jedi had been looking for and wouldn't want anyone to know his identity.

3) "Never underestimate a droid": This is what Leia told Rey in the movie. For example, R2-D2 delivered the transmission from Leia to Obi-Wan Kenobi in Episode IV and tossed Luke his lightsaber at the right moment in Episode VI. In this film, it is BB-8 who saved Rey and her friends when stormtroopers were chasing them.

4) Rey is a Palpatine: As it is revealed in the movie that Rey is a Palpatine, some of you might not notice that Rey's fighting pattern when she uses the lightsaber is similar to the way Chancellor Palpatine uses his lightsaber. Both of them fight with a stabbing motion and hold the saber in both hands.



5) Sith's cloning: Chancellor Palpatine or Darth Sidious has always dabbled in cloning as he is the one who was authorized and ordered the make of a clone army. In this movie, it is revealed that Snoke is also a clone that Palpatine has made.

6) Carrie Fisher is in the movie: J.J. Abrams, director of the movie revealed that the production team used the unused footage of Carrie Fisher who passed away in 2016 from The Force Awakens (Episode 7) and edited it a little bit then put it in the film.

7) A new droid: D-O makes its first appearance in the film. We might have noticed that it looks familiar, that's because it is a nod to Luxo Jr. the Desk Lamp or the Pixar's mascot.

8) Lando is back: Billy Dee Williams is back as Lando Calrissian and once again, taking his seat as the captain of the Millennium Falcon alongside Chewie.

9) Han Solo's cameo: As we all know Han Solo was killed by his son, Kylo Ren (Ben Solo) in Episode VII. However, he made an appearance in Episode IX through Kylo Ren's memory when he loses his mother, Leia. P.s. There's no footage for No.5



by Khopher Sunthonkun S.4/8



GIVE ME FIVE MINUTES!

By Partita Damrongrajchasak S.4/3

Hello my lovely reader, do you miss me? I miss you guys so so much it's been very long since our previous newspaper has been published. Just like the title, have you ever met a situation that you have to get ready in just 5 minutes? Here, I have some simple but trendy styles which will make your life way easier!

***PS. you have to trust your first decision like if you pick up one, just go for it. Don't change and change because at the end you will end up with your first decision! And that's really annoying hahaha

"PICK UP ONE AND JUST GO FOR IT"

1. Simple tee : Sometimes, you just have to get something simple and comfortable.



4. Jacket/Blazer : It's something I did all the time since the jacket make you look more finish than it has been before.



5. Sweater : Even if it's hot or cold somehow sweater will always look cool and good on us haha



2. Matching pieces : Because it has already been paired, so all you need to do is to wear it!



6. Dress : You can wear a dress and get out within a minute since it's very easy.



3. Oversized Tees/shirt: Simple but chic exist!



ENTERTAINMENT

Interviewing Mr. Tieme Willems about TIB



by Khopher Sunthonkun S.4/8

Can you shortly introduce yourself about being an ACSP EP teacher?

Mr.Tieme: Okay, sure. I can do that. My name is Tieme, and this year I'm the foreign homeroom teacher for P.6/7. I've been working for Assumption for about 4 years now. It has been a great, great experience.

What is TIB? And what does it do?

Mr. Tieme: TIB stands for Thailand International Bikers. We mostly ride motorcycles and we create many events such as day trips, day rides, overnight stays, barbecue parties, night rides, and even little things like meetups in town.

Are there only foreigners, or can Thais also join?

Mr.Tieme: It's a beautiful mix between foreigners and Thai people. We have people from all around the world joining us, including Thais.

What's your role in TIB?

Mr.Tieme: I founded Thailand International Bikers with a few others and since the inception of the club João Paulo Maluf, Pranay Sood, Chris von Detten and myself plan and organize most of the events.

Can you tell us how many members of TIB are there right now?

Mr.Tieme: For the riders, I would say we have more than a thousand members who are now enjoying the chat the rides and follow us on Facebook, they see our events and they comment on them.

Basically, on your vacations, you ride in groups, right?

Mr.Tieme: Yes. For the people who are available and would love to join one of our events, they can sign up. We either have a list going through our chat, or we would create events on Facebook and people can then see what the destination is, how we ride, and what the activities are. Then, if they are free, they can sign up for that event and join us.

What bike do most members ride?

Mr.Tieme: Well, we have brands like Kawasaki, Yamaha, and BMW. These are very popular bikes in our group, but we also have people who ride famous brands like Harley-Davidson and Triumphs.

Did you become a member of TIB because you started it?

Mr.Tieme: To be honest, in our group we are all friends and brothers, so everybody is free to set up a new event or do anything. This is like our culture, and our motto is like we leave none behind. As the admin, I organize merchandise and arrange things if necessary.





From the last two years, what's the most memorable memory of all?

Mr.Tieme: That's a nice one. I think every ride is different. Even if you go to the same place twice, it is still a different experience. I'd say the most memorable ones are the long rides, when we are together for a few days. One time we did the whole Chiang Mai loop. So, we went from Bangkok to Mae Sot, Mae Hong Son, Mae Sariang, Pai, and arrived in Chiang Mai. After that, we went to Nan and Loei before we returning home. That was just like 7 days on the bike with our brothers. Just riding and enjoying the roads because the roads in Thailand are so beautiful. That, I'd say, was one of the memorable rides we've had so far.

You have had many experiences riding the bicycles. Have you ever had an accident?

Mr.Tieme: I must say that safety is very important to us. In my experience, I have had one accident before but It was not group-related, just me riding alone. But luckily, it was not a bad accident and I could scrape myself off and continue.

As the organizer of the group, what will the next big thing be for TIB?

Mr.Tieme: Now that we have seen Thailand, we have been to the North, to the South, and seen all ends. And of course, there are many, many more places to discover, but the next big thing for TIB would be to go international. So, for next year, for example, we have organized a trip to India. We fly to Leh. Then we will ride from there, passing the Khardungla Pass, Nubra Valley, Pangong Lake, and the Chang La Pass, which are the 2nd and 3rd highest motorable roads in the world. So, we will basically be riding in the Himalayan Mountains, which is super famous among bikers. This is something that many members of our group have been dreaming about and is definitely one of the biggest things we are going to do next.

If any students or parents would like to get involved, do you have any tips for them?

Mr.Tieme: Sure. If you are new to motorcycles, I'd say take it easy, step by step. Don't go immediately on big bikes. Get familiar with the roads, traffic, and riding. But the roads in Thailand are amazing and beautiful, and I really enjoy riding in Thailand. If anybody ever wants to join us, feel free to message me or you can find us on Facebook – Thailand International Bikers – and you are welcome to join.



STUDENT ACHIEVEMENT

EP IELTS SCORE ACHIEVERS' WALL

IELTS or International English Language Testing System is an international standardized English test covering all 4 skills ; listening, speaking, reading, and writing with the score between 1 and 9. Band score 9 means a person can use English very well.

The aim of the EP IELTS SCORE ACHIEVERS' WALL is to encourage EP learners to get at least band 6.0 before graduation. For motivation, the school will give a reward to those who got band 6.5 and above,



**NATTADON
TANGSASOM**

OVERALL

8



**RACHANON
EAKPRACHASIN**



**PONPETCH
KORNKEDMAHACHAI**



**SORANAT
LOSAKULSINDL**



**NATTADON
TANGSASOM**

OVERALL

7.5



**CHAKRIT
GRITTIYARANGSANG**



**HOANG
HO MINH**



**WANICHAYA
LIANG**



**NATTADON
TANGSASOM**

OVERALL

7.0



**TINGYI
LIN**



**TANAYUT
TIRATATRI**



**SIRINYA
LERTVISATTERAKUL**



**NATTADON
TANGSASOM**

OVERALL

7.0



**CHATCHAPAT
JONGSUTTAROM**



**SIVAKORN
SAMORKAM**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**CHATCHAPAT
JONGSUTTAROM**



**SIVAKORN
SAMORKAM**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**CHATCHAPAT
JONGSUTTAROM**



**SIVAKORN
SAMORKAM**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**CHATCHAPAT
JONGSUTTAROM**



**SIVAKORN
SAMORKAM**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**CHATCHAPAT
JONGSUTTAROM**



**SIVAKORN
SAMORKAM**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

7.0



**WIVIT
LOPHANSRI**



**NAPAT
SIRATANAPANTH**



**NATTADON
TANGSASOM**

OVERALL

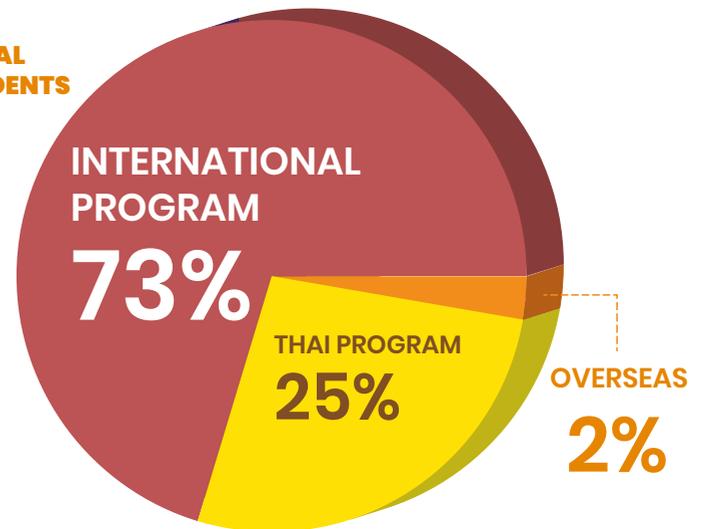
STUDENT ACHIEVEMENT



Finally, Our beloved Batch 9 students are following their dream. I'm pleased to announce that almost 75% of them gained admission to the top six ranked Universities in Thailand (Central region), while 73% of all batch 9 students were accepted into international programs. A further 25% gained admission to Thai programs and 2% gained admission to universities overseas. We are so proud of you.



TOTAL
44 STUDENTS



ACCEPTANCE TO
INTERNATIONAL PROGRAM

TOP 6 RANKED UNIVERSITIES
(CENTRAL REGION)



17%

- MEDIA AND COMMUNICATION 1
- FOOD SCIENCE 1
- BUSINESS ADMINISTRATION 2
- INFORMATION AND COMMUNICATION TECHNOLOGY 1



14%

- ENGINEERING 2
- ARCHITECTURE 1
- DIGITAL DESIGN 1



14%

- ENGINEERING 2
- LANGUAGE AND INTERCULTURAL COMMUNICATION 1
- ARTS PROGRAM IN LANGUAGES FOR CAREERS 1



10%

- ENGINEERING 3



10%

- COMMUNICATION 1
- ARTS 1
- BUSINESS ADMINISTRATION 2



10%

- AVIATION TECHNOLOGY MANAGEMENT 1
- TOURISM MANAGEMENT 1
- ARTS PROGRAM JAPANESE 1

OUR CONDOLENCES

Eulogy for Mr. Tony

by Mr. Samuel Needham

Master Tony,

Though we are still coming to grips with the sudden death of our dear friend, Tony, I am grateful for and touched by his time here with us. Master Tony was with us at ACSP from May 2008 until recently. He was a wonderful teacher, a strong leader, an efficient employee and a good model for discipline due to his former career as a soldier. He nurtured the many teachers as Head of Foreign teachers in EP over the last 3 years and beyond during his tenure at Assumption. Tony was an insightful high-level Chemistry teacher, who taught the subject in a way even I could still understand and stood up and supported foreign teachers in inspiring ways.

Those who were lucky enough to know him, Tony was a kind and caring friend. He rarely turned anyone down, after midday, if he could be of any assistance. However, he wasn't always the most patient man. He didn't have patience for silly comments, questions and far-fetched scientific theories. Tony was a friend to many, although he was adamant he didn't like people, and I know we will all miss him every day.

Unfortunately, as I am at the other end of the education spectrum, I wasn't ever able to see Tony teach in class. Though, according to himself, he was pretty good at it! I was however lucky enough to capture some of Tony's knowledge and prowess in two videos shortly before he passed and in true Tony fashion, while he watched the recording he was agreeing and interacting.....with himself and he was pretty chuffed about his video. For those of you who knew Tony well, you knew he had his quirks which all bundled together to make him the wonderful man he was.

As for students, I do know that many of them looked up to him and saw him as an extremely knowledgeable man and a guide towards further study. He kept in touch with many of them, especially the ones that shared the same love for Chemistry as he. Tony was intelligent, unique and could be stubborn from time to time. He spoke highly of his own role models when he was a soldier and a university lecturer and indeed tried to emulate them in every way. It is now our chance to continue what Tony helped build and pass on his teachings to students and fellow teachers.

Thank you for everything, Tony.

I would like to say thank you to the school on behalf of all foreign teachers for organizing the funeral. Miss Jiraporn, Miss Tuk and Master Graeme, thank you for organizing all of Tony's documents and all other aspects including and not limited to the hospital and British embassy. Thank you also to Master Tongban Thumyota and Master Pariwat Wohan for taking care of the merit ceremony at the temple. It is reassuring to know that even though many of us are far from our families the school takes care of us like family.

Lastly, and on another note, I would also like to express gratitude to Graeme, Tuk and Miss Jiraporn for organizing the same for Master Helmer less than a year ago.



Master John Anthony Ritchie (Tony)

came from Northern Ireland and joined ACSP English Program in May 2008 at the age of 53. He taught science, in particular specializing in chemistry at the upper secondary levels. He was later appointed Head of EP Foreign Teachers. He passed away in May 2020 at the age of 65.





Mr. Helmer Juul Nissen in our memory

“An interview with Master Graeme Kay”

Interview By
Sirinya Rattadilok
and Nicha
Lerdlathaporn S.4/8

Q: You worked with Master Helmer from the first day of EP in 2006. What was Master Helmer like?

A: Helmer has been exactly the same for the whole 13 years. He seemed older and wiser than the other teachers so we always went to him for advice. He also seemed like the youngest at the same time – he was always willing to try new ideas. He set a good example of what it means to be a teacher and it certainly made me think that I should try to be more like him.

Q: How did he help to develop the school?

A: He was the only social studies teacher at the beginning so he had to find the books, develop the syllabus, and create the courses for students for all the 12 levels. Losing him leaves a very big hole to fill.

Q: Master Helmer also organized trips overseas for students with you.

A: He did, although the very first trip we did was a short visit to Kanchanaburi in 2007. That was the second year of EP. But what he really wanted was to take students to places they wouldn't normally see with their families, to let them explore new things and show them things they'd never seen, as well as getting them to speak English and experience life outside Thailand. So if students went on a trip with Helmer, everything would be in English. There was no explanation in Thai, so students had to listen and follow what was happening, which worked quite well. I was quite surprised the first time when we went to Poland, Czechia, Germany and Russia, but as soon as the plane left Thailand, students acted less like they were Thai, while Helmer and I suddenly felt like we were much



At the ASEAN Headquarters in Jakarta



At the Kremlin in Moscow



Leading the students in Prague

more Thai. Perhaps because we were just thinking about ourselves as a group from Thailand. The first time we did it we had to prove that foreign teachers can do this safely, without any problems.

The next trip was to Indonesia, where we persuaded Helmer that we should visit the Krakatau volcano and camp overnight on the beach, in the heat, with no electricity, so we could watch the volcano erupting. It was very uncom-

fortable for him, but the most important thing for him was that our students had the chance to experience an active volcano. Then the most recent trip was last year to Cambodia and Vietnam. It was a terrible shock when he died exactly one week before we were due to go, especially as the planning wasn't complete and he had a lot of details and information in his email. We – me and Master Andrew, had to hack into his computer to get all the things we needed. For the students, they maybe thought it was all perfectly planned, but although everything worked out really well, we were improvising each day during the evening before. I think Helmer was still looking after us somehow.

Q: There's no travel right now because of Covid, but what about the future?

A: The night before Helmer died, we were talking about future trips, so I know where he wanted to go next. We

will definitely continue the work that he did and arrange trips for students. His plan for the next one was Scandinavia. That's not a cheap part of the world, but it doesn't have to be too expensive. Helmer's goal was always to make trips affordable – and we could do that because we're not a travel agency and we're not trying to make a profit. But after Covid, when we do plan Scandinavia, we will have some help from Helmer's brother in Denmark. He wants our students to have the chance so see where Helmer came from, and many of Helmer's friends in Denmark also want to do something for Helmer by helping our students. I hope it will be possible next year and I hope it will be a great experience.

There is also about some other news about Master Helmer for our EP students. Although he wasn't a rich man, he did leave a small amount of money – and his brother, Ivan, decided that the money should be placed in a fund which can be used to help our students to travel. Helmer wanted everyone to have the opportunity to see the world – but sometimes it can be expensive, so if someone wants to travel with the school but can't afford to pay the full price, they will be able to write to me and Ivan and request financial help from Master Helmer. If any student really cares about learning, and really wants to travel – if they're someone Master Helmer would want to help, then the opportunity will be there.



Learning Arabic in Jakarta



ACSP EP PATHWAY TO INTERNATIONAL PROGRAM



ช่วงชั้นที่ 1

P.1-3 Learn to Read

STANDARD CURRICLUM

เน้นการอ่านออกเขียนได้ เพื่อสร้างความมั่นใจในตัวเอง เรียนอย่างมีความสุข และมีอิสระทางความคิดอย่างสร้างสรรค์



ประกอบด้วย 2 แผนการเรียน

1. **English Program** รายวิชาที่เรียนด้วยภาษาอังกฤษคิดเป็น 60% เรียนด้วยภาษาไทย 34% เรียนด้วยภาษาจีน 6%

2. **English Program: Chinese** รายวิชาที่เรียนด้วยภาษาอังกฤษคิดเป็น 49% เรียนด้วยภาษาไทย 34% เรียนด้วยภาษาจีน 17%

ทั้ง 2 แผนการเรียน สอนโดย Native Speaker



ช่วงชั้นที่ 2

P.4-6 Read to Learn



STANDARD CURRICLUM

ปูพื้นฐานทางวิชาการอย่างหลากหลาย เพื่อเป็นแนวทางให้นักเรียนค้นหาคำตอบและความถนัด ผ่านเทคโนโลยีต่างๆ เพื่อเตรียมความพร้อมในการใช้เทคโนโลยีอย่างชาญฉลาด



จัดสอบวัดมาตรฐานภาษาอังกฤษ Cambridge Primary Checkpoint และภาษาจีนระดับต้น เพื่อเตรียมความพร้อมให้นักเรียนอย่างเข้มข้น เป็นการการันตีคุณภาพนักเรียนของเราด้วยมาตรฐานสากลที่ได้รับการยอมรับจากทั่วโลก

จัดเตรียม **Remedial Class** สำหรับนักเรียนที่ต้องการพัฒนาภาษาไทย หรือภาษาอังกฤษเป็นพิเศษ



ช่วงชั้นที่ 3

S.1-2 Discovery to Grow

SELECTIVE SUBJECT

เน้นการค้นหาตัวเองและการตั้งเป้าหมายเพื่ออนาคตด้วย Selective Subject Project ที่มุ่งเน้นพัฒนานักเรียนตามแนวทางที่นักเรียนสนใจ โดยเปิดโอกาสให้นักเรียนเลือกเรียนใหม่ได้ทุกๆ ปี จนกว่าจะเจอทางที่ใช้



DESIGN THINKING

ฝึกทักษะการทำความเข้าใจในปัญหา ค้นคว้าอย่างลึกซึ้ง และฝึกคิดอย่างสร้างสรรค์ เพื่อนำมาเป็นแนวทางหรือสร้างนวัตกรรมที่สามารถแก้ไขปัญหาดังกล่าวได้อย่างตรงจุด ด้วยรายวิชาการคิดเชิงออกแบบ Design Thinking

LEADERSHIP

พัฒนาความเป็นผู้นำผ่านกิจกรรมเสริมหลักสูตรที่หลากหลายเพื่อเตรียมความพร้อมให้นักเรียนของเราออกไปสู่สังคมระดับสากลได้อย่างเข้มแข็ง

INTERNATIONAL ASSESSMENTS

การสอบวัดมาตรฐานระดับนานาชาติ เป็นการสอบเพื่อให้นักเรียนได้รู้ว่าคุณสมบัติความสามารถของนักเรียนอยู่ในระดับใด เมื่อเทียบกับมาตรฐานระดับสากล ในช่วงชั้นที่ 3 นักเรียนจะสอบ Cambridge ESOL's Young Learners English, Cambridge Secondary Checkpoint II และ HSK+ HSKK ระดับต้น

ช่วงชั้นที่ 4

S.4-6 Goal to University



STANDARD CURRICLUM

เตรียมนักเรียนเพื่อศึกษาต่อมหาวิทยาลัย ทั้งหลักสูตรนานาชาติและหลักสูตรภาษาไทย ด้วยแผนการเรียน Science-Math และแผนการเรียน EIS ที่แบ่งออกเป็น 3 วิชาเอก คือ Business Math, Chinese Language และ Japanese Language

INTERNATIONAL STANDARD

จัดการเรียนการสอน IELTS และ SAT ไว้ให้หลักสูตรอย่างเข้มข้น เพื่อเตรียมความพร้อมในการสอบ IELTS SAT BMAT JLPT HSK ซึ่งเป็นการทดสอบระดับนานาชาติ นักเรียนสามารถนำคะแนนไปยื่นได้ทุกมหาวิทยาลัยที่เปิดรับทั่วโลก

EXTRACURRICULAR ACTIVITIES

พัฒนาความเป็นผู้นำผ่านกิจกรรมเสริมหลักสูตรที่สร้างเสริมประสบการณ์เพื่อเตรียมความพร้อมให้นักเรียนของเราออกไปสู่สังคมอุดมศึกษาระดับสากลได้อย่างเข้มแข็ง

INTERNATIONAL ASSESSMENTS

การสอบวัดมาตรฐานระดับนานาชาติ เพื่อให้ นักเรียนได้รู้ระดับความสามารถของตัวเองว่าอยู่ในระดับใด เมื่อเทียบกับมาตรฐานระดับสากล ในช่วงชั้นที่ 4 นักเรียนจะต้องมีผล การสอบ IELTS ขั้นต่ำ ระดับ 6.0 สอบ SAT, BMAT, HSK4, HSK5+HSKK ระดับกลาง, JLPT: N5 N4 N3

โรงเรียนอัสสัมชัญสมุทรปราการ แผนก English Program

